



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 12421670  
SAU: MSAD 48  
School: Sebasticook Valley Middle Sch

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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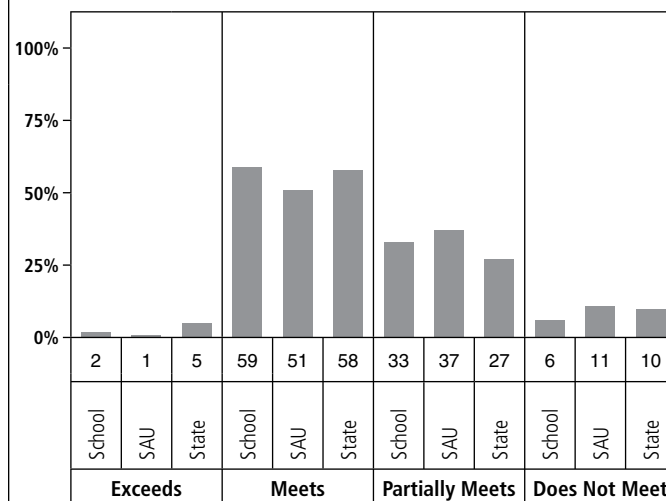
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: MSAD 48  
School: Seabasticook Valley Middle Sch

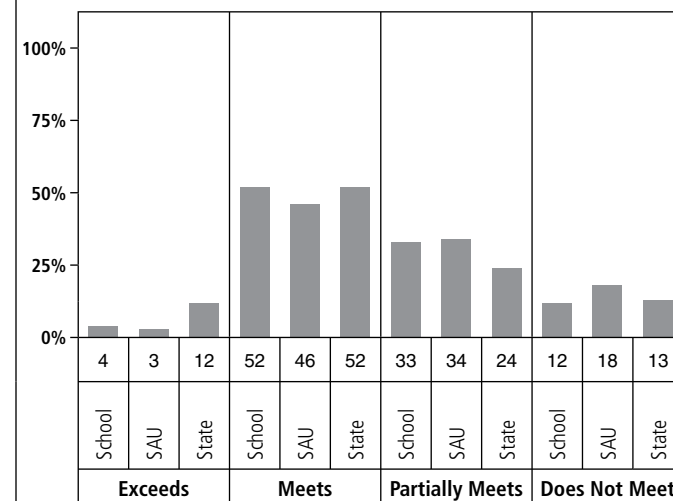
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	541	541	544
2006–2007	543	542	544
<b>2007–2008</b>	<b>544</b>	<b>542</b>	<b>545</b>
Cum. Avg. *	543	542	544
<b>Mathematics</b>			
2005–2006	538	537	543
2006–2007	541	540	546
<b>2007–2008</b>	<b>543</b>	<b>541</b>	<b>546</b>
Cum. Avg. *	541	539	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	540	538	541
<b>2007–2008</b>	<b>539</b>	<b>537</b>	<b>538</b>
Cum. Avg. *			

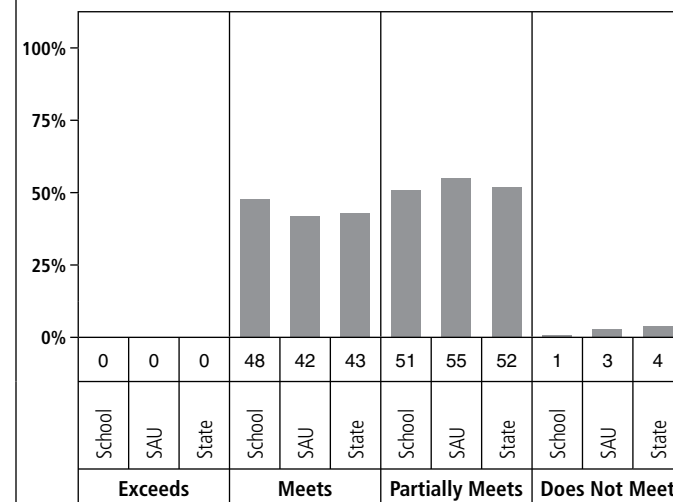
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 48  
 School: Sebasticook Valley Middle Sch

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	95	100	160	100	14240	100	95	100	158	99	14157	100	95	100	158	99	14156	100					94	99
<b>Ethnicity</b> African American/Black	2	2	2	1	404	3	2	100	2	100	396	98	2	100	2	100	398	99					2	100
American Indian or Native Alaskan	1	1	2	1	118	1	1	100	2	100	118	100	1	100	2	100	118	100					1	100
Asian or Pacific Islander	3	3	3	2	201	1	3	100	3	100	199	99	3	100	3	100	199	99					3	100
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	89	94	153	96	13339	94	89	100	151	99	13274	100	89	100	151	99	13267	100					88	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Identified disability</b>	17	18	29	18	2555	18	17	100	29	100	2528	99	17	100	29	100	2526	99					17	100
<b>Current LEP</b>	1	1	2	1	337	2	1	100	2	100	328	97	1	100	2	100	334	99					1	100
<b>Economically disadvantaged</b>	48	51	86	54	5574	39	48	100	85	99	5528	99	48	100	85	99	5531	99					47	98
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	49	52	110	69	11042	78	49	52	110	69	11006	77							48	51	109	68	11127	78
Identified disability (PET/IEP)	2	4	12	11	396	4	2	4	12	11	404	4							2	4	12	11	447	4
LEP	0	0	1	1	144	1	0	0	1	1	141	1							0	0	1	1	147	1
504 plan	1	2	2	2	134	1	1	2	2	2	133	1							1	2	2	2	136	1
<b>Participation with accommodations</b>	46	48	48	30	2974	21	46	48	48	30	3014	21							46	48	48	30	2845	20
Identified disability (PET/IEP)	15	33	17	35	1996	67	15	33	17	35	1986	66							15	33	17	35	1925	68
LEP	1	2	1	2	175	6	1	2	1	2	189	6							1	2	1	2	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	30	65	30	63	766	26	30	65	30	63	801	27							30	65	30	63	710	25
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
<b>Non-participation – other</b>	0	0	2	1	64	0	0	0	2	1	61	0							1	1	3	2	106	1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 48  
School: Sebasticook Valley Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	2	2	2	1	721	5
	2006-2007	1	1	1	1	702	5
	<b>2007-2008</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>659</b>	<b>5</b>
	Cum. Total*	5	2	5	1	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	38	42	66	43	7571	53
	2006-2007	44	55	61	47	7730	55
	<b>2007-2008</b>	<b>56</b>	<b>59</b>	<b>81</b>	<b>51</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	138	52	208	47	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	31	34	59	38	4343	30
	2006-2007	28	35	53	40	4182	30
	<b>2007-2008</b>	<b>31</b>	<b>33</b>	<b>58</b>	<b>37</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	90	34	170	38	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	20	22	27	18	1628	11
	2006-2007	7	9	16	12	1419	10
	<b>2007-2008</b>	<b>6</b>	<b>6</b>	<b>17</b>	<b>11</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	33	12	60	14	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	28.6	59.6	26.9	56.0	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.2	59.2	13.6	56.7	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.4	60.0	13.4	55.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 48  
 School: Sebasticook Valley Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	95	2	2	56	59	31	33	6	6	544	158	1	51	37	11	542	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	1										2						116	0	44	45	11	541
Asian or Pacific Islander	3										3						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	89	2	2	52	58	29	33	6	7	544	151	1	50	37	11	541	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	4	24	10	59	3	18	538	29	0	21	52	28	535	2392	0	26	42	31	536
No	78	2	3	52	67	21	27	3	4	545	129	2	58	33	7	543	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	1										2						319	1	36	34	29	537
No	94	2	2	55	59	31	33	6	6	544	156	1	51	37	11	542	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	48	0	0	22	46	21	44	5	10	541	85	0	38	45	18	539	5454	2	48	35	15	541
No	47	2	4	34	72	10	21	1	2	547	73	3	67	27	3	545	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	95	2	2	56	59	31	33	6	6	544	158	1	51	37	11	542	14011	5	58	27	10	545
<b>Gender</b>																						
Female	44	1	2	35	80	7	16	1	2	547	69	1	65	28	6	544	6766	7	62	24	8	546
Male	51	1	2	21	41	24	47	5	10	542	89	1	40	44	15	540	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	4	29	8	57	2	14	538	23	0	17	61	22	535	1751	1	35	44	21	538
No	81	2	2	52	64	23	28	4	5	545	135	1	57	33	9	543	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										1						464	27	71	2	1	557
No	95	2	2	56	59	31	33	6	6	544	157	1	52	36	11	542	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 48  
 School: Sebasticook Valley Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	3	33	5	56	1	11	540	11	0	35	35	29	536	5	2	42	34	22	540
B. less than one hour	71	2	3	37	57	22	34	4	6	544	68	2	48	41	9	542	66	5	60	27	9	545
C. one to two hours	18	0	0	13	76	3	18	1	6	545	20	0	67	23	10	543	26	5	61	26	8	546
D. more than two hours	1	0	0	0	0	1	100	0	0	534	1	0	0	100	0	534	2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	42	2	5	22	56	14	36	1	3	545	34	4	55	35	6	544	31	7	63	23	7	547
B. They match some of what I have learned.	48	0	0	30	68	11	25	3	7	544	49	0	57	32	11	542	55	4	61	27	8	545
C. They match just a little of what I have learned.	5	0	0	0	0	4	80	1	20	536	13	0	16	68	16	537	11	2	42	37	19	540
D. There is no match.	4	0	0	1	25	2	50	1	25	538	5	0	29	29	43	529	3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	1	4	20	71	6	21	1	4	548	32	2	60	31	6	545	30	10	68	16	6	549
B. good	43	1	3	25	63	11	28	3	8	544	44	1	54	33	12	541	53	3	59	29	9	544
C. fair	22	0	0	7	35	12	60	1	5	540	21	0	31	56	13	537	15	1	41	40	18	539
D. poor	4	0	0	1	25	2	50	1	25	537	3	0	20	40	40	535	2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	24	0	0	11	50	8	36	3	14	541	21	0	42	39	19	538	17	3	45	32	19	541
B. about the same as my regular schoolwork	64	1	2	36	62	19	33	2	3	545	66	1	51	38	10	542	67	5	62	26	7	546
C. easier than my regular schoolwork	12	1	9	6	55	3	27	1	9	545	13	5	60	30	5	545	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	3	25	5	42	4	33	536	11	0	25	44	31	535	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	63	1	2	31	54	24	42	1	2	543	60	1	44	46	9	541	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	24	1	5	18	82	2	9	1	5	549	29	2	70	18	9	546	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	0	0	10	63	5	31	1	6	544	13	0	60	30	10	543	18	8	64	20	8	547
B. 20 minutes to an hour	39	2	6	27	75	5	14	2	6	548	42	3	66	25	6	545	56	5	62	25	7	546
C. less than 20 minutes	20	0	0	10	56	6	33	2	11	543	22	0	38	44	18	538	12	2	50	32	15	542
D. I rarely read at home.	24	0	0	6	27	15	68	1	5	538	22	0	26	59	15	537	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	15	0	0	9	69	3	23	1	8	545	20	0	53	30	17	541	26	3	51	32	14	542
B. six to ten pages	30	0	0	13	50	12	46	1	4	542	29	0	35	53	12	538	28	3	59	28	9	544
C. eleven or more pages	55	2	4	29	60	14	29	3	6	545	50	3	58	31	8	544	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	0	0	1	50	1	50	532	100	0	0	25	75	531						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 48  
School: Sebasticook Valley Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	1	2	1	1415	10
	2006-2007	3	4	4	3	1711	12
	<b>2007-2008</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	8	3	10	2	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	38	42	58	38	6503	45
	2006-2007	34	43	54	41	6778	48
	<b>2007-2008</b>	<b>49</b>	<b>52</b>	<b>72</b>	<b>46</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	121	45	184	42	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	31	34	56	36	3945	28
	2006-2007	33	41	54	41	3884	28
	<b>2007-2008</b>	<b>31</b>	<b>33</b>	<b>54</b>	<b>34</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	95	36	164	37	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	21	23	38	25	2434	17
	2006-2007	10	13	19	15	1683	12
	<b>2007-2008</b>	<b>11</b>	<b>12</b>	<b>28</b>	<b>18</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	42	16	85	19	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.2	54.7	7.6	50.7	9.0	60.0
Cluster 2: Shape and Size	14	29	7.4	52.9	7.1	50.7	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.7	34.0	1.4	28.0	2.2	44.0
Cluster 4: Patterns	14	29	7.8	55.7	7.3	52.1	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 48  
 School: Sebasticook Valley Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	95	4	4	49	52	31	33	11	12	543	158	3	46	34	18	541	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	1										2						116	5	42	31	22	540
Asian or Pacific Islander	3										3						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	89	3	3	47	53	28	31	11	12	543	151	2	46	33	19	541	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	1	6	10	59	6	35	0	0	546	29	3	52	28	17	541	2390	2	29	34	35	534
No	78	3	4	39	50	25	32	11	14	543	129	2	44	36	18	541	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	1										2						330	4	36	27	33	536
No	94	4	4	49	52	30	32	11	12	543	156	3	46	33	18	541	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	48	0	0	22	46	20	42	6	13	540	85	0	36	42	21	537	5461	5	46	30	19	541
No	47	4	9	27	57	11	23	5	11	547	73	5	56	25	14	545	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	95	4	4	49	52	31	33	11	12	543	158	3	46	34	18	541	14015	12	52	24	13	546
<b>Gender</b>																						
Female	44	2	5	18	41	22	50	2	5	543	69	3	36	48	13	540	6767	11	51	24	13	546
Male	51	2	4	31	61	9	18	9	18	544	89	2	53	24	21	541	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	2	14	7	50	5	36	531	23	0	17	39	43	529	1755	1	37	39	23	538
No	81	4	5	47	58	24	30	6	7	545	135	3	50	33	13	543	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										1						464	58	40	2	0	564
No	95	4	4	49	52	31	33	11	12	543	157	3	46	34	18	541	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 48  
School: Sebasticook Valley Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	5	56	3	33	1	11	542	11	0	41	35	24	539	5	6	39	29	25	539
B. less than one hour	71	3	5	34	52	20	31	8	12	543	68	3	46	32	19	540	66	12	52	24	12	546
C. one to two hours	18	1	6	10	59	5	29	1	6	546	20	3	53	37	7	544	26	12	55	23	11	547
D. more than two hours	1	0	0	0	0	0	0	1	100	528	1	0	0	0	100	528	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	51	2	4	24	51	16	34	5	11	542	42	3	48	32	17	540	38	16	56	19	8	549
B. They match some of what I have learned.	42	2	5	23	59	10	26	4	10	546	48	3	49	31	18	542	48	9	53	26	12	545
C. They match just a little of what I have learned.	3	0	0	1	33	2	67	0	0	545	8	0	33	67	0	540	10	6	37	32	24	539
D. There is no match.	3	0	0	1	33	0	0	2	67	530	3	0	25	0	75	528	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	18	4	24	10	59	2	12	1	6	552	17	15	58	19	8	549	31	24	54	14	8	552
B. good	46	0	0	27	64	14	33	1	2	545	44	0	58	33	9	543	47	8	55	25	12	545
C. fair	32	0	0	11	38	11	38	7	24	538	34	0	31	39	29	536	19	2	43	35	20	539
D. poor	4	0	0	1	25	1	25	2	50	528	5	0	13	38	50	529	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	17	0	0	9	56	4	25	3	19	541	15	0	43	39	17	540	18	5	42	30	22	540
B. about the same as my regular schoolwork	72	3	5	37	56	20	30	6	9	545	74	3	48	32	17	542	66	11	55	23	11	547
C. easier than my regular schoolwork	11	1	10	3	30	4	40	2	20	540	11	6	41	29	24	538	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	15	0	0	5	36	5	36	4	29	536	15	0	39	35	26	536	21	10	48	26	16	544
B. two or three days a week	30	0	0	17	61	8	29	3	11	543	34	0	51	33	16	540	36	13	54	23	10	547
C. two or three times each month	25	4	17	9	39	9	39	1	4	548	31	9	38	36	17	543	27	12	54	23	11	547
D. never or almost never	29	0	0	18	67	6	22	3	11	544	20	0	58	26	16	542	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	0	0	0	0	1	100	528	2	0	0	33	67	529	7	12	44	25	19	543
B. two or three days a week	12	0	0	4	36	6	55	1	9	539	14	0	48	43	10	540	30	13	53	23	11	547
C. two or three times each month	34	3	10	14	45	11	35	3	10	544	45	4	43	35	18	540	34	12	54	23	10	547
D. never or almost never	53	1	2	31	63	11	22	6	12	545	39	2	53	27	18	542	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	0	0	5	50	3	30	2	20	540	9	0	43	21	36	536	7	7	40	25	28	539
B. 30–45 minutes	63	4	7	27	47	19	33	8	14	543	53	5	44	32	19	541	31	7	49	29	15	543
C. 45–60 minutes	25	0	0	17	74	6	26	0	0	547	36	0	51	38	11	542	40	12	55	23	10	547
D. more than 60 minutes	1	0	0	0	0	0	0	1	100	520	1	0	50	0	50	535	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	50	0	0	1	50	536	100	0	75	0	25	540						
C.	0										0											
D.	0										0											

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 48  
School: Sebasticook Valley Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	1 0	1 0	1 0	1 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	38 45	48 48	54 66	42 42	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	40 48	50 51	69 86	53 55	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	1 1	1 1	6 5	5 3	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	20	100	10.9	54.5	10.5	52.5	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	12	60	5.7	47.5	5.5	45.8	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	8	40	5.2	65.0	5.0	62.5	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA–WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 48  
 School: Sebasticook Valley Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	94	0	0	45	48	48	51	1	1	539	157	0	42	55	3	537	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	1										2						116	0	28	66	6	534
Asian or Pacific Islander	3										3						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	88	0	0	40	45	47	53	1	1	538	150	0	41	56	3	537	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	3	18	14	82	0	0	533	29	0	14	72	14	530	2372	0	12	72	16	529
No	77	0	0	42	55	34	44	1	1	540	128	0	48	51	1	539	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	1										2						319	0	30	58	12	533
No	93	0	0	44	47	48	52	1	1	538	155	0	41	55	3	537	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	47	0	0	17	36	29	62	1	2	536	84	0	33	61	6	535	5435	0	32	61	7	535
No	47	0	0	28	60	19	40	0	0	541	73	0	52	48	0	540	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	94	0	0	45	48	48	51	1	1	539	157	0	42	55	3	537	13967	0	43	52	4	538
<b>Gender</b>																						
Female	43	0	0	27	63	16	37	0	0	541	68	0	59	40	1	540	6750	1	55	43	2	540
Male	51	0	0	18	35	32	63	1	2	537	89	0	29	66	4	535	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	4	29	9	64	1	7	535	23	0	22	74	4	533	1745	0	26	69	5	534
No	80	0	0	41	51	39	49	0	0	539	134	0	46	51	3	538	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										1						464	2	74	23	0	545
No	94	0	0	45	48	48	51	1	1	539	156	0	42	55	3	537	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 48  
 School: Sebasticook Valley Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	1	11	8	89	0	0	536	11	0	18	71	12	533	5	0	29	57	14	533
B. less than one hour	71	0	0	35	54	29	45	1	2	539	69	0	44	53	3	537	66	0	44	52	3	538
C. one to two hours	18	0	0	7	44	9	56	0	0	538	19	0	45	55	0	538	26	0	45	52	3	538
D. more than two hours	1	0	0	0	0	1	100	0	0	528	1	0	0	100	0	528	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	26	0	0	14	58	10	42	0	0	541	26	0	62	38	0	541	25	1	54	42	3	540
B. good	47	0	0	21	49	21	49	1	2	539	47	0	42	52	6	537	50	0	46	51	3	538
C. fair	21	0	0	7	37	12	63	0	0	535	21	0	22	75	3	533	22	0	29	65	6	535
D. poor	5	0	0	1	20	4	80	0	0	537	6	0	11	89	0	534	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	19	0	0	7	41	9	53	1	6	537	16	0	33	54	13	535	14	0	33	56	10	535
B. about that same as my regular schoolwork	60	0	0	26	49	27	51	0	0	539	60	0	43	57	0	537	65	0	45	52	3	538
C. easier than my regular schoolwork	21	0	0	10	53	9	47	0	0	539	23	0	43	51	6	537	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	0	0	2	100	0	0	535	100	0	0	100	0	530						
C.	0										0											
D.	0										0											